A STRATEGIC PLAN FOR EVERY STUDENT

All Means All

A district committed to genuinely knowing, supporting, and celebrating every student in meeting their full potential.

KNOWLEDGEABLE SKILLED CONNECTED REFLECTIVE

OUR MISSION

EGPS

To genuinely *know, support, and celebrate* all students in meeting their full potential.

We are committed to meaningful collaboration among faculty, staff, students, families, and the community — recognizing our collective responsibility to continue to deliver a high-quality education system for all.

OUR THEORY OF ACTION

If we	genuinely know, support, and celebrate each student, and share a collective responsibility to educate all children in the community…
Then we	ensure a high-quality education system that provides continuous access to opportunities…
So that	all students will be prepared to successfully pursue academics, work, and life after graduation.

Every East Greenwich graduate is...

01 Knowledgeable

Students build factual, conceptual, and content understandings across academic disciplines — and can transfer that knowledge to new and unfamiliar situations within a local and global context.

02 Skilled

Students communicate effectively, solve problems creatively, think critically, and collaborate meaningfully — gaining the competencies and dispositions to pursue current and future goals.

03 Connected

Students understand and value connecting with a diversity of people, environments, and perspectives — embracing individual and collective purpose to leverage their impact on the world.

04 Reflective

Students think about their knowledge, skills, emotions, and connections, applying their insights to future learning — taking responsibility for making a difference with their lives.

The values that guide our work

01	Academic Excellence	Our tradition of academic excellence positions us to be forward-thinking and innovative.
02	Student-Centered Learning	All students deserve an educational experience responsive to their unique needs, interests, and talents.
03	Partnership	The best educational outcomes result from partnership and shared responsibility among students, families, schools, and the community.
04	Transparency	Openness and accessibility in our school community is an essential part of our commitment to all stakeholders.
05	Results	Measurement and accountability allow us to sustain and enhance our high performance as a district.

Looking inward to move forward

Our plan begins with a comprehensive needs assessment — drawing on state assessment data, SurveyWorks results, MTSS data, classroom observations, and feedback from staff and families.

OUR STRENGTHS

All schools earned **four- or five-star ratings** from RIDE in 2025.

Math, ELA, science, graduation, postsecondary enrollment, and attendance **exceed state averages**.

Dedicated staff, supportive families, and safe learning environments.

Strong community partnerships across the district.

OPPORTUNITIES FOR GROWTH

Proficiency has plateaued around **60–65%** in core subjects.

Achievement gaps persist for multilingual learners, differently abled students, and economically disadvantaged students.

Declining student engagement, particularly at the secondary level.

A need for more consistent supports and instructional coherence across schools.

These findings — developed with staff, leadership, families, and community stakeholders — point to four shared priorities for the next three years.

Four priorities for every student

Each priority is anchored by measurable goals, evidence-based initiatives, and a clear timeline through 2029.

01 **Excellence in Instruction**
High-quality, engaging, and rigorous learning for all.

02 **Inclusive Systems of Support**
Timely, coordinated academic, behavioral, and social-emotional supports.

03 **Equitable Access to Learning for All**
Grade-level learning within reach of every student.

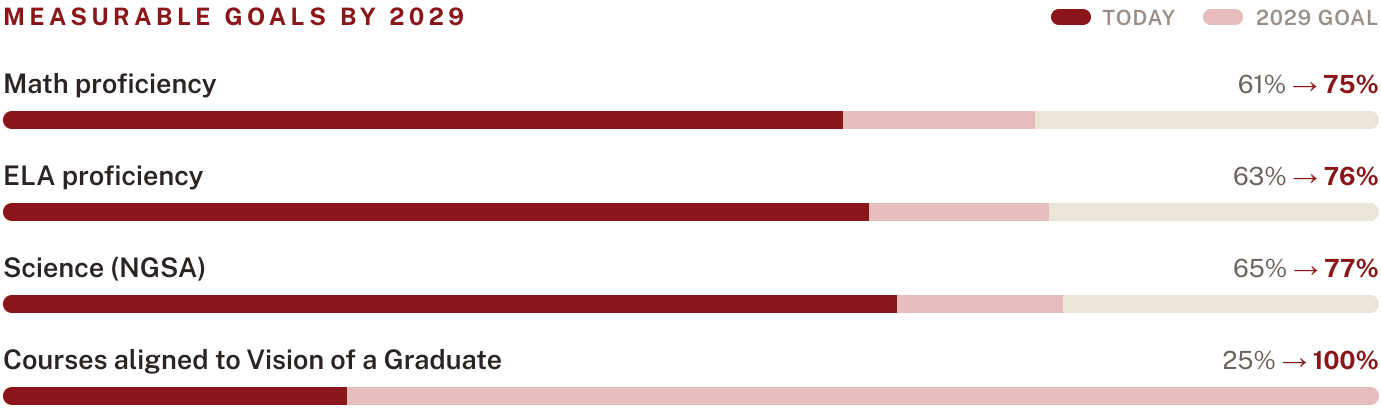
04 **Engagement and Belonging**
Safe, inclusive environments where everyone feels connected and valued.

PRIORITY ONE

01 Excellence in Instruction

We will ensure all students experience high-quality, engaging, and rigorous instruction through aligned curriculum, effective practices, authentic learning, and continuous improvement in math, ELA, science, and the Vision of a Graduate.

MEASURABLE GOALS BY 2029



> 2+ applied / project-based experiences per student, every year

KEY INITIATIVES

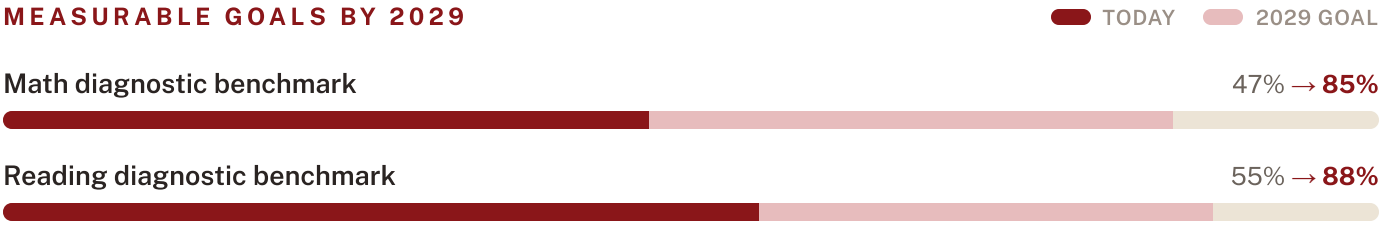
- **Curriculum implementation & updates.** Audit and align high-quality materials to standards and the Vision of a Graduate.
- **MTSS data workshops.** Review academic, attendance, and engagement data to strengthen Tier One instruction.
- **Learning walks with intention.** Build consistent expectations and instructional quality across all schools.
- **Active classroom strategies.** Expand collaboration, inquiry, discussion, and project-based learning in every classroom.

PRIORITY TWO

02 Inclusive Systems of Support

We will strengthen districtwide systems and processes to ensure timely, coordinated, and effective academic, behavioral, and social-emotional supports for all students through a responsive, data-informed Multi-Tiered System of Supports (MTSS).

MEASURABLE GOALS BY 2029



> 15 **school days** — every documented concern receives targeted support within this window

KEY INITIATIVES

- **Systems, processes, protocols & procedures.** Clear, consistent, equitable districtwide structures — including an MTSS handbook, standardized referral timelines, and family guides for accessing supports.

- **MTSS continuous cycles of improvement.** Ongoing data analysis, progress monitoring, and intervention review to ensure timely, equitable, responsive supports for every student.

"The right support, for the right student, at the right time – without delay."

50%
faster response to student needs

PRIORITY THREE

03 Equitable Access to Learning for All

We will increase equitable access to grade-level learning and improve outcomes for multilingual learners and differently abled students through differentiated instruction, specially designed instruction, language supports, and inclusive learning environments.

MEASURABLE GOALS BY 2029

TODAY 2029 GOAL

DIFFERENTLY ABLED STUDENTS

- Math: 18% → **37%**
- ELA: 14% → **35%**
- Science: 21% → **40%**

MULTILINGUAL LEARNERS

- Math: 38% → **60%**
- ELA: 19% → **42%**
- Science: 10% → **37%**
- English proficiency (ACCESS): 41% → **70%**

KEY INITIATIVES

- **Universal access & differentiation.** Inclusive, differentiated curriculum so every learner can reach grade-level content.
- **Professional learning — UDL, differentiation & SDI.** Job-embedded learning that strengthens specially designed instruction and language supports.
- **Active classroom strategies.** Collaborative, scaffolded participation that increases access for diverse learners.
- **MTSS data workshops.** Subgroup-focused review of access, intervention effectiveness, and progress.

04 PRIORITY FOUR
Engagement and Belonging

We will foster safe, inclusive, engaging, and supportive learning environments where all students and staff feel connected, valued, and empowered — through strong relationships, social-emotional learning, and meaningful engagement opportunities, in active collaboration with our community.

MEASURABLE GOALS BY 2029



STUDENT ENGAGEMENT (SURVEYWORKS)

Grades 3–5 — 42% → **60%**

Grades 6–12 — 28% → **45%**

STAFF PROFESSIONAL LEARNING

Teachers — 36% → **58%**

Support staff — 49% → **68%**

> 100% of students screened annually, with a consistent behavioral & SEL system in every school

KEY INITIATIVES

- **Social-emotional learning curriculum.** K–12 SEL that builds relationships, belonging, and well-being — with family resources and workshops.
- **Responsive professional learning.** Differentiated, job-embedded learning shaped by staff feedback and student outcomes.
- **MTSS for behavior & well-being.** Universal screening and timely, documented support plans across every school.
- **Active classroom strategies.** Engaging, participatory learning that strengthens connection and voice.

Our progress, year by year

WHERE WE ARE · 2029 GOAL

Each goal travels from its 2025 baseline to a 2029 target. The maroon marker shows where we are today — we advance it each year so the community can watch our progress unfold.



01 EXCELLENCE IN INSTRUCTION

Math proficiency	61%	75%
ELA proficiency	63%	76%
Science (NGSA)	65%	77%
Courses aligned to VOG	25%	100%

02 INCLUSIVE SYSTEMS OF SUPPORT

Math diagnostic benchmark	47%	85%
Reading diagnostic benchmark	55%	88%

03 EQUITABLE ACCESS FOR ALL

DIFFERENTLY ABLED STUDENTS		
Math	18%	37%
ELA	14%	35%
Science	21%	40%
MULTILINGUAL LEARNERS		
Math	38%	60%
ELA	19%	42%
Science	10%	37%
English proficiency (ACCESS)	41%	70%

04 ENGAGEMENT & BELONGING

Student engagement, grades 3–5	42%	60%
Student engagement, grades 6–12	28%	45%
Staff prof. learning — teachers	36%	58%
Staff prof. learning — support staff	49%	68%

All Means All

This plan is a shared commitment. Its success depends on the partnership of our students, families, staff, and community over the next three years.

We invite you to stay engaged — through school events, family workshops, SurveyWorks, and School Committee updates — as we work together to know, support, and celebrate every student.